

World Religions At-A-Glance

Diane R. Neylan

John F. Kennedy High School
Richmond City Public Schools

Curriculum Area	History and Social Science
Subject Area	World History
Grade Level	9 th Grade
Learning Objectives	<ul style="list-style-type: none"> • The student will be able to identify the major leaders, events, sacred writings and basic beliefs of Judaism, Christianity, Islam, Buddhism and Hinduism. • The student will be able to conduct research using a variety of resources on a given topic. • The student will be able to concisely summarize their research findings. • The student will be able to create a word-processed brochure, incorporating both text and graphics.
Correlation to the SOL	WHI.3, WHI.4, WHI.7, WHI.8, WHI.9 C/T 12.2, 12.4
Video/Technology Hardware/Software Needed	<p>For class: Computer Computer Projection System Word Processing software (such as <i>Microsoft Works</i> or <i>ClarisWorks</i>)</p> <p>For each student: Computer with Internet connection, connected to a printer (preferably color) and a scanner (optional) Word Processing software (such as <i>Microsoft Works</i> or <i>ClarisWorks</i>)</p> <p>Web Sites: <i>About.com's Alternative Religions</i> http://www.religioustolerance.org/var_rel.htm <i>Religions of the World</i> http://emuseum.mankato.msus.edu/cultural/religion/ <i>Information Please's Religion Collection</i> http://www.infoplease.com (click "Society & Culture," then "Religion") <i>Ask Jeeves</i> http://www.askjeeves.com (click "Society," then "Religion and Spirituality")</p>

Materials Required	<p>For class: Reference materials</p> <p>For each student: A copy of the Special Assignment Instruction Sheet, to guide students through the research process for gathering information on their religion A copy of the Rubric for Evaluation (see attached: hist9rubric.doc) A copy of the Summary Worksheet Floppy Disk</p>
Procedures/Activities	<ol style="list-style-type: none"> 1. Randomly assign a religion to each student. 2. Give each student a copy of the Special Assignment Instruction Sheet, which lists the information they must find using both printed and electronic resources. 3. Allow students time to find information. They may locate and save graphics to the floppy disk. (Be sure they cite the source of every graphic copied from any source.) 4. Instruct students to open word processing software. They should follow the Special Assignment instructions to format their brochures. If necessary, demonstrate the different techniques they will need—font size, color, justification, graphic insertion, etc. See sample brochure attached (hist9sample.doc/hist9sample.pdf). Give students a copy of the Rubric for Evaluation so they know the technology requirements. 5. Assist individual students as necessary. Closely monitor progress. 6. Remind students to save their work to the floppy disk and to use spell- and grammar-check. 7. Have students proof their brochures for a final time. (It is often helpful to have students proof each other's brochures.) 8. Print brochures. Note: A possible extension of this lesson could involve a group oral report. All students having the same religion could work together to present their information to the class. 9. Post brochures in classroom. 10. Distribute Summary Worksheets and allow students to move around the room to consult the brochures in order to complete the worksheet. If group oral report method is used, students could complete the worksheet using the information in the oral reports.
Content Assessment	<p>Teacher will grade brochure for historical and factual accuracy.</p> <p>Teacher will evaluate completion of Summary Worksheets.</p>
Technology Integration Assessment	<p>See attached rubric for evaluating brochures.</p> <p>Teacher should observe student use of the technology throughout the lesson.</p>
Extensions	<p>Geography: Students could refer to the brochures as they “travel” from region to region in world geography class.</p> <p>Foreign Language: Foreign language classes could utilize brochures as they relate to a specific country's religious heritage.</p> <p>Debating: Students could hold a debate about what makes a “recognized” religion and what makes a “cult.”</p> <p>Math: Students can make a pie chart showing the proportion of world population practicing the various religions.</p>

SPECIAL ASSIGNMENT: WORLD RELIGIONS AT A GLANCE

Assigned Topic: _____

Date Assigned: _____

Date Due: _____

This special assignment is designed to help you learn about the characteristics of the world's major religions: Hinduism, Buddhism, Judaism, Christianity, Islam. By combining your research and computer skills, you will create a "brochure" for one of the religions. Your brochure will include the following:

- ✓ name of religion
- ✓ founder
- ✓ date of origin
- ✓ name of sacred writings/book
- ✓ pictures/drawings/graphics related to religion (symbols, leaders, etc.)
- ✓ basic beliefs
- ✓ geographic concentration (use a map)
- ✓ number of members

Here are some web sites that you may find useful:

www.religioustolerance.org/var_rel.htm

Emuseum.mankato.msus.edu/cultural/religion

www.infoplease.com (click "Society & Culture" then "Religion")

www.askjeeves.com (click "Society," then "Religion and Spirituality")

List all sources that you used. [Be sure that you write down the source of any graphics that you copy or scan.]

TECHNICAL INSTRUCTIONS:

- ✓ Open Microsoft Word.
- ✓ Use "landscape" in page setup.
- ✓ Use 14 pt font size for information. [Title may be larger.]
- ✓ Be sure that your chosen font(s) is/are easy to read.
- ✓ Be sure to use "spell check."
- ✓ Divide page into two columns.
- ✓ Use "Insert" menu for easiest placement of graphics and text. [See the diagram at the right to help you layout your brochure.]

name/date sources	TITLE
[back of brochure]	[front of brochure]

Information and graphics	
inside left name	inside right name

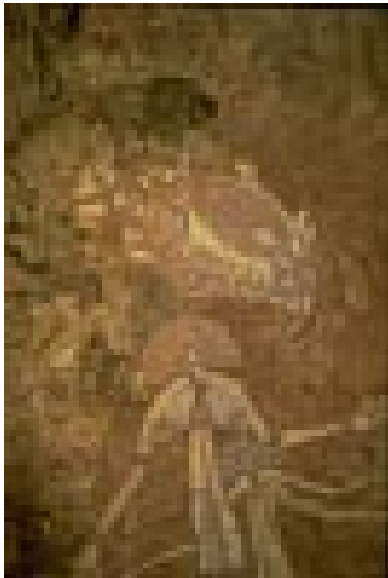
Rubric for Evaluation of Brochures (Technology Used)

	Excellent (4 pts.)	Well-done (3 pts.)	Average (2 pts.)	Needs Work (1 pt.)
Layout	Brochure is laid out according to directions but creativity by the student is evident	Brochure is laid out perfectly according to directions	Brochure is laid out according to directions with only minor deviations	Brochure is not laid out properly
Graphics	Excellent and innovative graphics, properly referenced	Several good graphics, all properly referenced	A couple of good graphics properly referenced	Few or no graphics OR very poor quality graphics OR no reference sources for graphics
Color	Artistic use of color	Uses several coordinating colors	Uses some color	Uses little or no color
Text	Artistic text use	Uses appropriate fonts and sizes	Uses some variety of fonts	Plain text with little variation

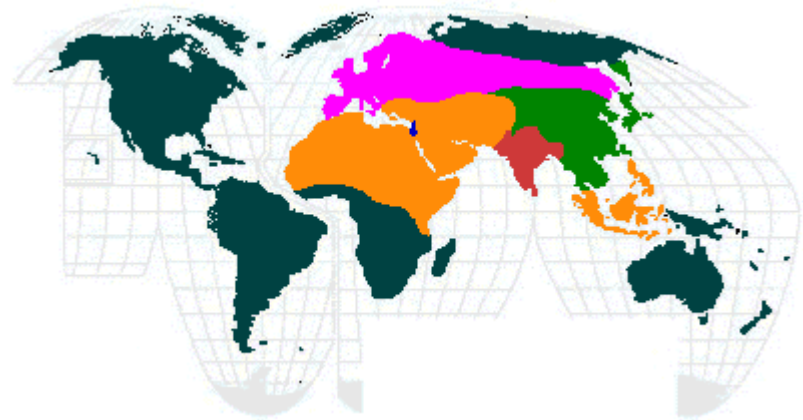
Name
Date
Course
Period

List of Sources

Encarta
<http://Emuseum.mankato.msus.edu/cultural/religion>



ANIMISM



Many people practice Animism but the concentration of believers in the black areas on the map.

All graphics from Emuseum web site

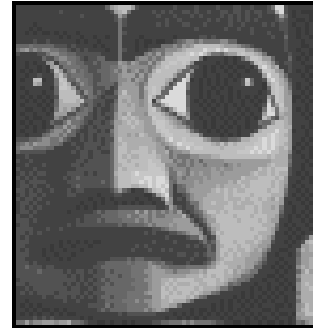
A n i m i s m

Animism is the belief in the existence of spiritual beings. Anthropologists consider it to be the original human religion.

Animism dates back to the earliest humans and continues to exist today. It is therefore the oldest form of religious belief on Earth.

There is no specific founder.

There is no one set of gods but their presence of holy men or women, visions, trancing, dancing, sacred items and sacred spaces for worship and the connection felt of the spirits of ancestors are characteristics of animistic societies.



BASIC BELIEFS:

1. Humans possess souls.
2. Souls have life apart from the human body before and after death.
3. Animals, plants and celestial bodies have spirits.
4. There is a spiritual realm that humans share the universe with.